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ABSTRACT

The curriculum for Manitoba's heritage language instruction program in Polish outlines the curriculum's rationale and design and suggests techniques and materials for carrying out instruction. Introductory sections discuss general program goals and specific objectives of the program. Subsequent sections outline in greater detail the curricula for four grade groupings (1-3, 4-6, 7-9, 10-12), including general and specific objectives, scope and sequence, and evaluation methods for each language skill area (listening, speaking, reading, and writing). A final section lists supplements prepared by the provincial education agency and recommended texts and supplementary materials for each grade. (MSE)

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polish

grades 1–12

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RATIONALE

Second language instruction in Manitoba's public school system is a province-wide phenomenon, a phenomenon largely due to the positive impact of Canada's multicultural reality on the educational system and schools' resulting sensitivity to the needs of ethnic communities. In recent years, more and more courses have become available in heritage languages, the languages of those ethnic communities. There are many benefits of such language study for the individual, the community and the nation alike.

For the individual, the study of a heritage language encourages a rediscovery of historical roots and a renewed appreciation of cultural values. Facility in a heritage language increases the potential for enjoyment of leisure time, opens up a wealth of literature, permits in-depth study of traditional culture and allows for travel in the ancestral homeland without an interpreter. An awareness of one's personal heritage, coupled with the insights which language experience yields in encounters with others of one's own or another culture, provides meaningful answers to such basic questions as "Who am I?" and "Where in the overall scheme of things do I fit in?"

On the community and national levels, the preservation of heritage and traditions of different ethnolinguistic communities enriches and adds variety to Canadian culture, produces an informed Canadian citizenry and fosters local, regional and national spirit.

As the mother tongue of many Canadians, Polish is freely spoken in homes, at social gatherings, and at professional meetings and conventions of Polish organizations. It is used in businesses and professions and serves both as a liturgical language in parishes and as a language of instruction in schools. From an ethnic viewpoint, the study of the Polish language is directly related to the cultural, aesthetic, intellectual and spiritual needs of Poles in Canada. It also helps to meet the interest in Polish history and culture stimulated by the elevation of a Polish cardinal to the dignity of Pope and the Solidarity Movement.

It is in consideration of the above and in response to requests from the Polish community that the Polish language curriculum for K-12 has been developed.

GENERAL GOALS

Students should:

1. Become aware of the lifestyle in Poland and the way Poles express themselves in everyday language.

2. Appreciate the contributions of Poles in the fields of arts and science.

3. Understand and appreciate the literary and cultural heritage of the Polish people.

4. Appreciate the similarities and differences between the Polish and other cultures.

SPECIFIC OBJECTIVES

1. To understand Polish when it is spoken at normal rate on a subject that falls within the range of the student's experience.

2. To communicate directly with a native Polish speaker on a subject that falls within the range of the student's experience.

3. To read and comprehend material on a subject that is of general interest.

4. To write using contemporary Polish language patterns.

LEVEL I (GRADES 1, 2, 3)

GENERAL OBJECTIVES

The participation of the student will be basically aural-oral:

1. Students will learn vocabulary related to familiar concepts; e.g., colours, parts of the body, days of the week, etc.

2. Students will participate in simple dialogues, songs and games in order to become familiar with the sounds, pronunciation, and intonation patterns.

3. Students will be introduced to cultural celebrations related to Polish religious and national holidays; e.g., Christmas, Easter, 3rd of May, and 11th of November.

SPECIFIC AIMS

Practical use of the acquired vocabulary:

1. To understand simple questions and directions and to respond in word and action.

2. To express oneself orally in simple Polish sentences.

Note: Reading and writing may be introduced at the discretion of the teacher.

SCOPE AND SEQUENCE

Following are the themes and topics which are to be introduced at Level I and developed in the course of instruction:

1. Classroom routines

   a) Greetings (arrival, departure)
   b) Common courtesies
   c) Introduction of self
   d) Identification of classmates

2. The classroom proper

a) Names and locations of parts of the room
b) Names of objects in the classroom
c) Classroom activities
d) Classroom expressions

3. The family

a) Members
b) Family relationships
c) Age of family members
d) Occupations of family members
e) Place of residence
f) Rooms and their uses
g) Furnishings and furniture
h) Cleanliness
i) Safety
j) Meals
k) Daily health routines
l) Clothing
m) Vehicles

4. Time

a) Expressions of time
b) Days of the week
c) Months of the year
d) Seasons
e) Weather
f) Major holidays

5. Numbers

a) Counting 1-100
b) Numerals 1-100

6. Colours

a) Primary
b) Secondary

EVALUATION

Effective evaluation must be relevant to the four language skills taught in the classroom.

1. Listening

   a) Responding to simple directions.

   b) Answering simple questions to demonstrate comprehension.

2. Speaking

   a) Repeating sounds, phrases or sentences after the teacher or as reproduced on audio equipment.

   b) Responding in patterns acquired through drills.

   c) Supplying words or phrases to complete given sentences.

   d) Responding spontaneously to teacher-structured situations.

   e) Asking simple questions.

   f) Carrying on simple conversations.

3. Reading

   a) Reading previously audited words, phrases and clauses.

   b) Answering orally oral questions based on a preselected text.

   c) Answering orally written questions based on a preselected text.

4. Writing

   a) Taking dictation (words, phrases, simple sentences).

   b) Supplying words or phrases to complete given sentences.

   c) Composing simple paragraphs and dialogues.

LEVEL 2 (GRADES 4, 5, 6)

GENERAL OBJECTIVES

1. Students will continue to develop listening and comprehension skills through exposure to more complex sentence structure and patterns.

2. Students will communicate orally on topics within their own experience in patterns appropriate to their exposure to the language.

3. Students will develop writing and reading skills as they progress from simple to more complex sentences.

4. Students will express thoughts in writing on topics of personal experience.

5. Students will increase their appreciation of the cultural aspects of Polish heritage and lifestyle.

6. Students will increase their appreciation of Polish history and geography.

SPECIFIC AIMS

1. Students will be exposed to simple, compound and complex sentences: affirmative, negative and interrogative.

2. Students will communicate orally using simple, compound and complex sentences.

3. Students will learn Polish grammar and punctuation rules relevant to morphology and syntax taught in the classroom.

4. Students will learn specific orthographic forms which normally present problems in spelling.

5. Students will learn about Polish customs, selected historical events and geographical features.

SCOPE AND SEQUENCE

1. Numbers

   a) Cardinal numbers 1-1000
   b) Ordinal numbers 1-100

2. Urban buildings

   a) church
   b) theatre
   c) cinema
   d) train and bus station
   e) airport
   f) library
   g) store
   h) stadium
   i) fire station
   j) police station
   k) hospital
   l) bank

3. Professions and occupations

   The personnel and workers relevant to Urban buildings (above) will be introduced.

4. Grammatical concepts

   a) nouns
      i) number
      ii) gender
      iii) case (nominative, genitive, accusative)

   b) verbs (conjugation)

   c) pronouns
      i) personal
      ii) demonstrative
      iii) interrogative

   d) adjectives
      i) possessive
      ii) degrees of comparison (positive, comparative, superlative)

5. Orthographic concepts

   a) the Polish alphabet
   b) consonants and vowels
   c) soft consonants
   d) dwuznaki (ch, cz, sz, dz, dź, dż, rż)
   e) nasal vowels
   f) u-ó; ż-rz

6. Historical events and customs

One topic per month in each of the years of Level 2.
(See Kalendarz; annotations on p. 13 of this guide)

Note: In addition to content outlined above the teacher will continue to expand on all topics covered in Level 1.

EVALUATION

At level 2--as at Level 1--effective evaluation must continue to focus on the four language skills: listening, speaking, reading and writing.

Listening comprehension and oral proficiency should be tested by oral interaction.

Reading may be tested by having students read aloud. Reading comprehension may be determined by having students answer questions based on the passage just read.

Writing skills may be evaluated through dictation and by having students compose short paragraphs on assigned topics.

LEVEL 3 (GRADES 7, 8, 9)

GENERAL OBJECTIVES

Expansion of general objectives introduced at Levels 1 and 2 with emphasis on written communication.

SPECIFIC AIMS

1. Students will continue to develop skills associated with the study of Polish grammar.

2. Students will continue to improve oral communication skills and to increase their ability to express ideas in writing.

3. Students will answer questions related to both assigned and independent reading.

4. Students will study Polish history and civilization, focusing on Poland between the 16th and 19th centuries, as well as on the achievements of Poles of international stature.

5. Students will become familiar with the location and geographical features of contemporary Poland, its regions and major cities.

SCOPE AND SEQUENCE

1. Grammatical concepts

   a) nouns, adjectives, pronouns, numerals in all cases, genders, and number
   b) verbs in all conjugations and tenses
   c) adverbs in their positive, comparative and superlative forms
   d) prepositions and prepositional phrases
   e) sentence structure: compound and complex
   f) syntactical concepts: subject, object, predicate, agreement
   g) cardinal and ordinal numbers in all forms and cases.

2. Lexical concepts

   a) synonyms, antonyms, homonyms
   b) vocabulary acquisition and expansion

3. Orthographic concepts

   a) words with irregular spelling
   b) words with irregular flexion
   c) capitalization and punctuation

4. Written form

   a) dialogue
   b) paragraphs
   c) letters
   d) compositions
   e) texts for oral presentation

5. Introduction to literary form

   a) poetry
   b) short stories
   c) novels
   d) drama

6. Significant historical events

   a) Rzeczpospolita (Two Nations) and its role in Europe
   b) Decline of Rzeczpospolita and its causes
   c) May 3rd Constitution
   d) partitions of Poland: 1772, 1793, 1795
   e) liberation movements: 1832, 1848, 1863
   f) Duchy of Warsaw
   g) Congress Kingdom

7. Famous personalities

   a) scientists
   b) historical figures
   c) political figures
   d) cultural/religious leaders

8. Geography of Poland

   a) geographical location
   b) geographical features
   c) geographical regions and their natural resources
   d) major cities

9. Contributions of Poles to Canadian society

   a) personalities
   b) place names
   c) organizations
   d) performing groups

EVALUATION

Evaluation should be ongoing and based on the student's participation in class and performance on periodic tests and regular assignments on preselected topics.

LEVEL 4 (GRADES 10, 11, 12)

GENERAL OBJECTIVES

Students will continue to expand their knowledge in keeping with objectives set for the previous levels with emphasis on Polish history, geography, literature and culture.

SPECIFIC AIMS

1. Students will continue to develop skills associated with Polish syntax.

2. Students will continue to improve in oral and written expression.

3. Students will continue in their studies of Polish history and civilization with focus on the evolution of Polish culture as part of the general Western European model.

4. Students will expand their knowledge of the human geography of Poland and its administrative and political systems.

5. Students will study selected topics related to Poland in the 20th century.

6. Students will learn about the successive waves of Polish immigration to Canada and about the contribution of each to Canadian society.

SCOPE AND SEQUENCE

1. Syntactical concepts

   a) compound-complex sentences
   b) punctuation specific to Polish syntax

2. Stylistic concepts

   a) descriptive writing
   b) precis writing (summary)
   c) narrative writing

3. Polish civilization

   a) literature
   b) music
   c) art
   d) architecture
   e) science

4. Ethnography

   a) ethnographic regions
   b) folklore and tradition

5. Significant historical events

a) Regaining of Independence: 1918
b) Second Polish Republic: 1918-1939
c) World War II and occupation
   i) Polish participation on all fronts
   ii) Concentration camps on Polish soil
   iii) Home Army - Warsaw Uprising
   iv) Tragedy of Katyń
d) Polish Peoples' Republic
   i) establishment of communist rule
   ii) changes in political and administrative system
   iii) human rights struggle: 1956, 1968, 1970, 1976
   iv) "Solidarity" movement: 1980-

6. Polish immigration to Canada

a) 1st wave (economic): pre-1939
b) 2nd wave (post-World War II): 1945-1980
c) 3rd wave (post-"Solidarity"): 1980-

EVALUATION

Evaluation should continue on an ongoing daily basis. It should take into account the oral and written work, preparation for lessons and participation in classroom activities, tests and assignments.

TIME ALLOTMENT

In order for Polish instruction to be successful and meaningful, it is essential that sufficient time be allocated on a daily basis. The time allotment deemed minimal for this program is:

K - 3 - 30 minutes daily
4 - 6 - 40 minutes daily
7 - 9 - 40 minutes daily
10 - 12 - 45 minutes daily

SPECIAL LANGUAGE CREDIT

Students not enrolled in regular Polish classes may exercise the Special Language Credit option and achieve a Level 4 standing via the alternate route of a curriculum-based comprehensive examination.

ANNOTATIONS OF SUPPLEMENTS PREPARED BY MANITOBA EDUCATION

1. Gramatyka provides general information about Polish grammar: 1. personal pronouns, 2. prepositions, 3. adjectives, 4. verbs, 5. singular and plural of nouns and 6. numerals.

2. Dom i rodzina includes materials related to the home and its furnishings as well as the family and family relationships. The following are covered: 1. rooms and their uses, 2. household items and furniture, 3. the family.

3. Technika i zawody contains pictures and vocabulary relating to occupations and means of transportation: 1. tools and utensils, 2. occupations, 3. vehicles.

4. Nasze miasto deals with parts of the city, public buildings and places through pictures and puzzles.

5. Zwierzęta i rośliny consists of selected pictures of members of the animal and plant kingdoms.

6. Artykuly spożywcze i naczynia contains pictures of food items and selected kitchen utensils along with vocabulary and various exercises.

7. Częsci ciała, odzież, pogoda illustrates parts of the body, clothing and weather conditions and gives the appropriate vocabulary.

8. Geografia is a compilation of maps and basic information about Poland. Included are: 1. maps and government units, 2. rivers and 3. quizzes and puzzles.

9. Kalendarz includes: 1. the calendar with an associated list of historical events, 2. poems, 3. songs and 4. Christmas and Easter.

10. Uczymy się i bawimy is a compilation of pictures and vocabulary associated with toys and games. Topics include: 1. the classroom, 2. classroom items, 3. games and 4. toys.

11. Nasza ojczyzna. A historical atlas containing maps from different eras in Polish history.

LEARNING RESOURCES

LEVEL 1

Grade 1

Approved Textbook:

Przylubscy, E. i F. Mam sześć lat. Warsaw: Wydawnictwo Szkolne i Pedagogiczne, 1979.

Recommended materials:

Polish Curriculum Committee. A B Cadlo. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Uczymy się i bawimy. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Zapraszamy do zabawy. Winnipeg: Manitoba Education, 1984.

Grade 2

Approved Textbook:

Wyczesanowa, J. Mój elementarz i pierwsza czytanka. France: Narodowiec 101, Lens, 1980.

Recommended materials:

Polish Curriculum Committee. Częsci ciała, odzież, pogoda. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Uczymy się i bawimy. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Dom i rodzina. Winnipeg: Manitoba Education, 1984.

Grade 3

Approved Textbook:

Wyczesanowa, J. Mój elementarz i pierwsza czytanka. France: Narodowiec 101, Lens, 1980.

Recommended materials:

Kowalska, L. Pierwsza czytanka. Toronto: Rada Oswiatowa Związku Narodowego Polskiego w Kanadzie, n.d.

Polish Curriculum Committee. Dom i rodzina. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Zwierzęta i rośliny. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Artykuly sporzywcze i naczynia. Winnipeg: Manitoba Education, 1984.

Supplementary Materials for LEVEL 1:

Falski, M. Elementarz. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1983.

Falski, M. Cwiczenia elementarzowe-teksty pisane, zeszyt 1, 2, 3. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1983.

Metera, H. and A. Swurna. Ilustrowany slownik języka polskiego dla dzieci. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1986.

Sarnacki, John. Polish American Book to Colour. Port Huron, Michigan.

Sarnacki, John. Let's Colour in Polish. (Book and cassette). Port Huron, Michigan.

Smoczynska-Nachtam, U. Zabawy i ćwiczenia przy muzyce. Warsaw: Comuk, 1982.

Towarzystwo Polonia. Piękna nasza Polska cała. Warsaw: Towarzystwo Polonia i Comuk, 1977.

LEVEL 2

Grade 4

Approved Textbooks:

Aleksandrzak, S., and W. Pokoljski. Czytanka Polska. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1981.

Związek Nauczycielstwa Polskiego w Kanadzie. Czytanka klasa III. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, 1983.

Recommended materials:

O'Driscoll, B. Cwiczenia z języka polskiego I. London: Polska Macierz Szkolna Zagranicą, 1983.

Polish Curriculum Committee. Nasze miasto. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Dom i rodzina. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Zwierzęta i rośliny. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Cześći ciała, odzież, pogoda. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Kalendarz. Winnipeg: Manitoba Education, 1984.

Grade 5

Approved Textbooks:

Aleksandrzak, S., and W. Pokoljski. Czytanka Polska. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1981.

Związek Nauczycielstwa Polskiego w Kanadzie. Czytanka klasa IV. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, 1983.

Recommended materials:

O'Driscoll, B. Cwiczenia z języka polskiego. London: Polska Macierz Szkolna Zagranicą, 1983.

Polish Curriculum Committee. Kalendarz. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Technika i zawody. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Cześći ciała, odzież, pogoda. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Geografia. Winnipeg: Manitoba Education, 1984.

Grade 6

Approved Textbooks:

Aleksandrzak, S., and W. Pokoljski. Czytanka Polska. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1981.

Związek Nauczycielstwa Polskiego w Kanadzie. Czytanka na klas V. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, 1981.

Recommended materials:

O'Driscoll, B. Cwiczenia z języka polskiego I. London: Polska Macierz Szkolna Zagranicą, 1983.

Polish Curriculum Committee. Kalendarz. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Geografia. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Gramatyka. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Technika i zawody. Winnipeg: Manitoba Education, 1984.

Supplementary materials for LEVEL 2:

Polish Curriculum Committee. Nasza ojczyzna. Winnipeg: Manitoba Education, 1984.

Otwinowska, J. Uczmy się pisać. (4 workbooks). London: Gryf Publications, 1963.

Towarzystwo Polonia. Piękna nasza Polska cała. Warsaw: Towarzystwo Polonia i Comuk, 1977.

Malendowicz, J. Opowiadania z naszej przeszłości. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1978.

Związek Nauczycielstwa Polskiego w Kanadzie. Cwiczenia gramatyczne i ortograficzne dla klas III, IV, V. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, 1981-1983.

Grala, M. Say it in Polish. Warsaw: Panstwowe Wydawnictwo Naukowe, 1982.

Meters, H., and A. Swurna. Ilustrowany slownik języka polskiego dla dzieci. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1986.

LEVEL 3

Grade 7

Approved Textbooks:

Związek Nauczycielstwa Polskiego w Kanadzie. Czytanka na klasę VI. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, 1981.

Związek Nauczycielstwa Polskiego w Kanadzie. Cwiczenia gramatyczne i ortograficzne dla klasę VI. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, 1981.

Glodowska, B., ed. Książka o Polsce. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, 1968.

Golawski, M. Polska, Moja Ojczyzna. London: Księgarnia Polska "Orbis", 1972.

Recommended materials:

O'Driscoll, B. Cwiczenia z języka polskiego II. London: Polska Macierz Szkolna Zagranicą, 1984.

Polish Curriculum Committee. Geografia. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Kalendarz. Winnipeg: Manitoba Education, 1984.

Grades 8-9

Approved Textbooks:

Związek Nauczycielstwa Polskiego w Kanadzie. Czytanka na klasę VII. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, 1981.

Związek Nauczycielstwa Polskiego w Kanadzie. Cwiczenia gramatyczne i ortograficzne dla klasę VII. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, 1981.

Glogowska, B., ed. Książka o Polsce. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, 1966.

Polish Curriculum Committee. Polska-kraj, ludzie (A-V Kit). Winnipeg: Manitoba Education.

Golawski, M. Polska, moja ojczyzna. London: Księgarnia Polska "Orbis", 1972.

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O'Driscoll, B. Cwiczenia z języka polskiego II. London: Polska Macierz Szkolna Zagranicą, 1984.

Polish Curriculum Committee. Geografia. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Kalendarz. Winnipeg: Manitoba Education, 1984.

Polish Curriculum Committee. Opisz co widzisz. Winnipeg: Manitoba Education, 1984.

Supplementary materials for LEVEL 3

Babiński, G., and M. Franćić. Poles in History and Culture of the United States of America. Krakow: Ossolineum Biblioteka Polonijna, 1979.

Bartnicka, B., et al. Uczymy się polskiego - podręcznik i komentarz gramatyczny. 2 vol. Warsaw: Wiedza Powszechna, 1984.

Budrewicz, O. Rodacy spod klonowego liścia. Warsaw: Interpress, 1980.

Związek Nauczycielstwa Polskiego w Kanadzie. Matriały do inscenizacji. Toronto: Związek Nauczycielstwa Polskiego w Kanadzie, n.d.

Martyniuk, W. Mów do mnie jeszcze. Kraków: Instytut Badań Polonijnych Uniwersytetu Jagiellońskiego, 1984.

Chłopicka, M. Brak mi słow. Kraków: Uniwersytet Jagielloński Instytut Badań Polonijnych, 1984.

Towarzystwo Polonia. Piękna nasza Polska cała. Warsaw: Towarzystwo Polonia i Comuk, 1977.

Kostyrko, H. Pod Niebem rodzinnym. London: Polska Macierz Szkolna, n.d.

Wojtowicz, J., and L. Szkutnik. Gramatyka polska w dialogach. Warsaw: Państwowe Wydawnictwo Naukowe, 1982.

LEVEL 4

Grades 10-12

Approved Textbooks:

Chmielewska, M., et al. Wypisy dla klas gimnazalnych szkól ojczystych. London: Polska Macierz Szkolna, 1978.

Topalski, J. Zarys Dziejów Polski. Warszawa: Zaklady Grafizcne RSW "Prasa-Książka-Ruch", 1982.

Goławski, M. Polska moja ojczyzna. London: Księgarnia Polska "Orbis", 1972.

Resource materials for teachers:

Kostrowicey, J. i J. Polska. Warsaw: Arkady, 1980.

Krajewski, K. Pisemnictwo Polskie od średniowiecza do oświecenia. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1980.

Sawrymowicz, E., et al. Romantyzm. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1980.

Nofer-Ladyka, A. Literatura polska okresu pozytywizmu. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1982.

Jakubowski, J. J. Literatura polska okresu młodej polski. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1982.

Matuszewski, R. Literatura polska lat 1918-1939. Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 1982.

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